DOCUMENT RESUME

ED 098 809 FL 006 586

TITLE	Guidelines for the Preparation and Certification of Teachers of Bilingual/Bicultural Education.
INSTITUTION	Center for Applied Linguistics, Washington, D.C.
PUB DATE	Nov 74
NOTE	9p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	Academic Standards; Administrator Guides; Biculturalism; *Bilingual Education; *Guidelines; Performance Based Teacher Education; Program Design; Program Evaluation; *Teacher Certification; *Teacher Education; *Teacher Qualifications; Teaching Quality

ABSTRACT

This statement, designed primarily to apply to teachers of bilingual-bicultural education in the United States of America, is intended to assist teacher certification agencies and educational institutions in the establishment of certification standards for bilingual-bicultural education teachers, and in the design and evaluation of bilingual-bicultural teacher programs. The statement (1) describes the personal qualities and minimum professional competencies necessary for the successful teacher and (2) sets forth the guidelines considered essential in designing teacher training programs in bilingual-bicultural education. These guidelines were developed at a conference of specialists in bilingual education sponsored by the Center for Applied Linguistics, August 5-6, 1974. (Author/KM)

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Guidelines for the Preparation and Certification of Teachers of Bilingual-Bicultural Education

The Guidelines which follow were developed at a conference sponsored by the Center for Applied Linguistics, August 5-6, 1974. The conference, which brought together specialists having considerable range of experience in bilingual education, was made possible by a grant from the U. S. Office of Education (Title V, EPDA).

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November 1974

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GUIDELINES FOR THE PREPARATION AND CERTIFICATION OF TEACHERS OF BILINGUAL-BICULTURAL EDUCATION

This statement, designed primarily to apply to teachers of bilingual-bicultural education in the United States of America, is intended to assist teacher certification agencies and educational institutions in the establishment of certification standards for bilingual-bicultural education teachers, and in the design and evaluation of bilingual-bicultural teacher education programs. The statement (1) describes the personal qualities and minimum professional competencies necessary for the successful teacher and (2) sets forth the guidelines considered essential in designing teacher training programs in bilingual-bicultural education. It should be noted that the competencies set forth herein apply only to the certification of bilingual-bicultural teachers, and not *all* teachers in bilingual-bicultural programs, which may also include English-medium teachers. Such teachers, however, should have as many of these competencies as possible.

Introduction

Bilingual-bicultural education has become one of the most significant and widespread movements in American education in the twentieth century. Not since the Renaissance has there been such a general acceptance of the idea that the goals of education might best be served by offering instruction in the native language of the learner. The passage of the Bilingual Education Act of 1968 helped bring about a major change in our educational philosophy, from a rejection or disparagement of other languages to a respect for their validity and their value as mediums for learning. The cultures of their speakers have come to be recognized as forming a valuable part of our national heritage, and as occupying an important place in our pluralistic society.

Today, state after state is adopting legislation supporting or mandating bilingual-bicultural education. Recent court decisions, including the *Lau vs. Nichols* decision by the Supreme Court, are giving added impetus to this movement. In order to meet the urgent need for competent teachers trained to teach in bilingual-bicultural programs, colleges and universities are rapidly instituting teacher training programs, and state departments of education are moving to prepare or approve credentials in this field. These developments have created a need for a set of guidelines which could help bring about comparability in training programs, and provide a basis for certification requirements which would assure high standards of quality for teachers in this field. The following guidelines represent an attempt

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to meet this need.

Because of the great variation in educational institutions which might undertake to prepare teachers for bilingual-bicultural education programs, these guidelines do not attempt to work out a set curriculum or to recommend a specific series of course titles. It is not only useful but urgent, however, to formulate the principles upon which such a program of teacher preparation should rest.

Accordingly, the guidelines emphasize personal qualities, attitudes, skills, experience, and knowledge rather than courses and credit hours. The manner of the formulation owes much to the documents from different states that were consulted and it represents the consensus of a number of leaders in the field, drawn from all levels of instruction and supervision, and representing a broad range of experience and points of view.

Although these guidelines are intended to be applicable primarily to teachers at the preservice level, they will also apply to teachers at the inservice level. One cardinal principle must be rigidly observed throughout, namely that the teacher of bilingual-bicultural education should have the same quality academic preparation as teachers of other subjects at comparable levels.

Personal Qualities

The teacher of bilingual-bicultural education should have the following qualifications:

1. A thorough knowledge of the philosophy and theory concerning bilingual-bicultural education and its application.
2. A genuine and sincere interest in the education of children regardless of their linguistic and cultural background, and personal qualities which contribute to success as a classroom teacher.
3. A thorough knowledge of and proficiency in the child's home language and the ability to teach content through it; an understanding of the nature of the language the child brings with him and the ability to utilize it as a positive tool in his teaching.
4. Cultural awareness and sensitivity and a thorough knowledge of the cultures reflected in the two languages involved.
5. The proper professional and academic preparation obtained from a well-designed teacher training program in bilingual-bicultural education.

The guidelines which follow are designed to meet these necessary qualifications and describe the various academic areas considered essential in teacher training programs in bilingual-bicultural education.

I. Language Proficiency

The teacher should demonstrate the ability to:

1. Communicate effectively, both in speaking and understanding, in the languages and within the cultures of both the home and school. The ability will include adequate control of pronunciation, grammar, vocabulary, and regional, stylistic,

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and nonverbal variants appropriate to the communication context.
2. Carry out instruction in all areas of the curriculum using a standard variety of both languages.

II. Linguistics

The teacher should demonstrate the ability to:
1. Recognize and accept the language variety of the home and a standard variety as valid systems of communication, each with its own legitimate functions.
2. Understand basic concepts regarding the nature of language.
3. Understand the nature of bilingualism and the process of becoming bilingual.
4. Understand basic concepts regarding the natural effects of contacts between languages and the implications of this information for the instructional program.
5. Identify and understand regional, social, and developmental varieties in the child's language(s) at the phonological, grammatical, and lexical levels.
6. Identify and understand structural differences between the child's first and second languages, recognizing areas of potential interference and positive transfer.
7. Develop curricular activities to deal with areas of interference.
8. Understand theories of first and second language learning, differences between child and adult language learning, and their implications for the classroom.

III. Culture

The teacher should demonstrate the ability to:
1. Respond positively to the diversity of behavior involved in cross-cultural environments.
2. Develop awareness in the learner of the value of cultural diversity.
3. Prepare and assist children to interact successfully in a cross-cultural setting.
4. Recognize and accept different patterns of child development within and between cultures in order to formulate realistic objectives.
5. Assist children to maintain and extend identification with and pride in the mother culture.
6. Understand, appreciate and incorporate into activities, materials and other aspects of the instructional environment:
   a. The culture and history of the group's ancestry.
   b. Contributions of group to history and culture of the United States.
   c. Contemporary life style(s) of the group.
7. Recognize both the similarities and differences between Anglo-American and other cultures and both the potential conflicts and opportunities they may create for children.
8. Know the effects of cultural and socio-economic variables on the student's learning styles (cognitive and affective) and on the student's general level of development and socialization.
9. Use current research regarding the education of children in the U. S. from

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diverse linguistic and cultural backgrounds.

10. Understand the effects of socio-economic and cultural factors on the learner and the educational program.
11. Recognize differences in social structure, including familial organizations and patterns of authority, and their significance for the program.

IV. Instructional Methods

This component should enable teachers to assist students in achieving their full academic potential in the home language and culture as well as in English. To this end, the teacher is expected to demonstrate the following competencies:

1. Assist children to maintain and extend command of the mother tongue and the the second language in listening, speaking, reading, and writing.
2. Apply teaching strategies appropriate to distinct learning modes and developmental levels, including preschool, taking into consideration how differences in culture affect these and other learning variables.
3. Organize, plan, and teach specific lessons in the required curriculum areas, using the appropriate terminology in the learner's language(s) and observing the local district curriculum guidelines. Basic elements and methodologies best suited to the teaching of reading and language arts, mathematics, social studies, and science, as a minimum, must be identified and applied in the learner's language(s).
4. Utilize innovative techniques effectively and appropriately in the learner's language(s) in the various content areas, namely:
   a. Formulation of realistic performance objectives and their assessment.
   b. Inquiry/discovery strategies.
   c. Individualized instruction.
   d. Learning centers.
   e. Uses of media and audio-visual materials.
   f. Systems approaches to the teaching of reading and mathematic skills.
   g. Team teaching and cross grouping.
   h. Interaction analysis.
5. Develop an awareness of the way in which learner's culture should permeate significant areas of the curriculum.
6. Utilize first and/or second-language techniques in accordance with the learner's needs at various stages of the learning process.
7. Utilize effective classroom management techniques, for optimal learning in specific situations.
8. Work effectively with paraprofessionals, and other adults.
9. Identify and utilize available community resources in and outside the classroom.

V. Curriculum Utilization and Adaptation

The teacher should demonstrate the ability to:

1. Identify current biases and deficiencies in existing curriculum and in both com-

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mercial and teacher-prepared materials of instruction. Materials should be evaluated in accordance with the following criteria:
   a. Suitability to student's language proficiencies and cultural experiences.
   b. Provision and respect for linguistic and cultural diversity.
   c. Objectives, scope, and sequence of the materials in terms of content areas.
   d. Student's reaction to materials.
2. Acquire, evaluate, adapt, and develop materials appropriate to the bilingual-bicultural classroom.

VI. Assessment

general

The teacher should demonstrate the ability to:
1. Recognize potential linguistic and cultural biases of existing assessment instruments and procedures when prescribing a program for the learner.
2. Utilize continuous assessment as part of the learning process.
3. Interpret diagnostic data for the purpose of prescribing instructional programs for the individual.
4. Use assessment data as basis for program planning and implementation.

language

The teacher should demonstrate the ability to:
1. Determine language dominance of the learner in various domains of language use – oral and written.
2. Use assessment results to determine teaching strategies for each learner.
3. Identify areas of proficiency (oral and written: vocabulary, syntax, phonology) in the learner's first and second language.
4. Assess maintenance and extension levels of the learner's language(s).

content

The teacher should demonstrate the ability to:
1. Evaluate growth using teacher-prepared as well as standard instruments, in cognitive skills and knowledge of content areas utilizing the language of the home.
2. Assess accuracy and relevance of materials utilized in the classroom.
3. Prepare tests to evaluate achievement of proposed objectives of instruction.

self

The teacher should demonstrate the ability to identify and apply procedures for the assessment of:
1. Own strengths and weaknesses as a bilingual teacher.
2. Own value system as it relates to the learner, his behavior, and his background.
3. The effectiveness of own teaching strategies.

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VII. School-Community Relations

Current trends in education have specifically identified the significant role of the community in the educational process. The knowledge that the community has goals and expectations creates for the schools the need to include, integrate, and enhance those expectations in the regular school program.

Bilingual education offers distinct opportunities to bridge the structural and cultural gap between school and community. The school with a bilingual-bicultural education program should serve as a catalyst for the integration of diverse cultures within the community.

The teacher should demonstrate the following competencies:

1. Develop basic awareness concerning the importance of parental and community involvement for facilitating the learner's successful integration to his school environment.
2. Acquire skills to facilitate basic contacts and interaction between the learner's family and school personnel.
3. Demonstrate leadership in establishing home/community exchange of sociocultural information which can enrich the learner's instructional activities.
4. Acquire and develop skills in collecting culturally relevant information and materials characteristic of both the historical and current life-styles of the learner's culture(s) that can serve both for curriculum contents and for instructional activities.
5. Acquire a knowledge of the patterns of child rearing represented in the families of the learners so as to better understand the background of the learners' behaviors in the classroom.
6. To act as facilitator for enhancing the parents' roles, functions and responsibilities in the school and community.
7. Serve as a facilitator for the exchange of information and views concerning the rationale, goals, and procedures for the instructional programs of the school.
8. To plan for and provide the direct participation of the learner's family in the regular instructional programs and activities.

VIII. Supervised Teaching

Because of the great disparity between theory presented in the context of a college environment and practical teaching realities in a bilingual-bicultural classroom setting, it is essential that a portion of every teacher's training experience include on-site supervised teaching experience in a bilingual-bicultural program. To the extent possible, relevant competencies should be demonstrated in the direct context of such a classroom setting.